Summarised inspection findings

Coldingham Primary School

Scottish Borders Council

22 January 2019

Key contextual information

Coldingham Primary School is a non-denominational school, which serves the picturesque village of Coldingham and the surrounding area. The village is located in the Scottish Borders.
The school's provision includes three primary classes and a nursery class. In November 2018, the primary school roll was 68.
The headteacher is joint headteacher with another local primary school. She is well supported by a principal teacher who works also across both schools.
The headteacher was appointed in August 2018.

1.3 Leadership of change	satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement, which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher has been in post only three months. She is joint headteacher of Coldingham Primary School and another local primary school. In the short time she has been in post, the headteacher has made a positive start to taking forward improvements in the school and is gaining the confidence of staff, children and parents. The headteacher is well supported by the Principal Teacher who works effectively across both partner schools. The school's vision and values have been developed after consultation with parents, staff and children. Children develop a deeper understanding of the values through the school assembly programme. In moving forward, stakeholders should work together to create a set of school aims which are aspirational and set high expectations for all children at Coldingham Primary School.

- The senior leadership team and staff demonstrate a good understanding of the social, economic and cultural context of the school. Staff work well as a team across the school. They understand the need for professional standards through a clear ongoing commitment to the implementation of General Teaching Council of Scotland (GTCS) policy. They link their work in the GTCS professional standards to the Professional Review and Development (PRD) process. The headteacher has recently encouraged innovation with the development of professional enquiry in writing. It will be important to monitor the impact of this work in improving further children's attainment in writing.

- The headteacher is knowledgeable and has a lead role in managing change. As a result, there is a developing culture where staff at all levels are engaged in the change process. Staff now feel greater ownership of the change agenda. They are developing their skills as reflective practitioners. As part of their teachers' planning process staff are beginning to evaluate learning and teaching. As staff skills in robust self-evaluation develop, the evaluation of learning and teaching should be given a higher profile in this process.

- The headteacher has worked with staff to create a revised school improvement plan (SIP) which reflects more accurately the priority next steps in the school's development. To be

effective the SIP will require careful strategic pacing of improvements. In addition, the school should develop more effective involvement of stakeholders in evaluating and agreeing improvement priorities and ensure that progress is evaluated through more explicit and measurable improvements in outcomes for learners. It will be important that the school's self-evaluation is appropriately rigorous to maximise the impact of the new improvement plan. Staff will benefit from agreeing more specific timed targets for agreed improvement actions within the school improvement plan.

- The school has established positive working relationships across and beyond the school. Community partnerships are having a positive impact on the development of children's citizenship skills. Activities focused upon the community of Coldingham are helping to strengthen children's sense of belonging, whilst enhancing their learning about their local community. There is scope for the school to develop sustainable links further to make even more effective use of businesses, employers and parents in the local community. This will raise awareness further of career pathways and skills for learning, life and work for children.

- The school is planning to provide more leadership opportunities for staff at all levels. This will both continue to build staff self-esteem and distribute leadership further across the school. Staff noted that they would welcome these opportunities. The school has made an early start to increasing the leadership skills of children. We ask that they continue to build children's leadership skills across the school and involve children more in identifying areas for school improvement. Children are capable of playing a much larger part in school leadership, self-evaluation and improvement.

- The senior leadership team has in place a quality assurance calendar to monitor and track the work of the school. The headteacher uses time well to free up staff to participate in professional dialogue, peer visits with their partner school and collegiate learning. Staff have started to receive written and oral feedback from the senior management team to improve learning and teaching and planning of the curriculum. There now needs to be more formal recording of planned interventions to improve attainment further. We ask that the school monitors children's progress and the quality of learning and teaching more frequently and more rigorously than they do at present. Commendably, staff have made an early start to participating in learning walks, which focus upon the teaching and learning in classes. We ask that they continue to build on this and develop it more fully over time.

- With the support and direction of the senior leadership team, all staff need to develop and participate in more rigorous approaches to monitoring and evaluating the work of the school. This will help them to understand more fully the strengths and areas for improvement required in the school whilst meeting the needs of all children more effectively. Senior leaders need to work with all staff to develop further awareness of the range of data which can be used to inform planning, and tracking and monitoring procedures. Greater emphasis now needs to be placed on the acquisition and effective, purposeful use and analysis of robust and reliable data.

2.3 Learning, teaching and assessment	satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

Learning and engagement

■ Across the school, children are friendly, articulate and eager to learn. There is a warm and supportive ethos, resulting in positive relationships between staff and children. In all classes, staff use praise to promote positive relationships and to improve children's self-esteem. Most children feel they are able to ask for help or support when they need it, but would like more opportunities to talk and reflect further on their learning.

■ Most children across the school are polite, confident, and engage well in activities. Where engagement in learning is strongest, children experience a range of differentiated and challenging tasks appropriate to their needs. In moving forward, there is scope for learning and teaching to meet the needs of all learners better, through staff ensuring that all tasks and activities are set at appropriate levels of difficulty.

■ Children are able to discuss the revised school values and give examples of how they can demonstrate these in every-day school life. Children are less confident to discuss their rights and share their understanding of the United Nations Convention on the Rights of the Child. There is scope to consider how these can permeate learning further across the curriculum.

Quality of teaching

■ Overall, the quality of teaching across the school is satisfactory. However, in many lessons, learning is too heavily worksheet and textbook based and there is a need for children to play a more active role in their learning. Where practice is better, learners are engaged in the planning process, and build on prior learning to ensure continued progress. Staff would benefit from a shared understanding of what constitutes effective learning, teaching and assessment. This will support consistently high-quality learning and teaching experiences for all children across the school.

■ Across the school, too much time is spent on whole-class lessons. Staff need to consider how learning and teaching approaches and the curriculum, are meeting the needs of all learners. The school should monitor and evaluate the impact of pace, challenge and differentiation in lessons to ensure that all children are included fully in all lessons. This should include those capable of more challenge.

■ In almost all lessons observed, learning intentions and success criteria were clear and succinct. In a few lessons, learning intentions and success criteria were revisited as part of a plenary to check for understanding. There is scope for learners to be directly involved in setting and extending their own success criteria, which will provide greater ownership and leadership of learning.

■ Most children are provided with a range of oral and written feedback. In the best examples, children receive high-quality feedback to identify their achievements and next steps in learning. All staff should develop further their skills in providing more evaluative feedback to help pupils understand how they are progressing and what they need to do to improve. There is scope to empower children to take greater responsibility for their own learning and to have their views heard through activities such as pupil learning walks and focus groups.

■ In a few lessons observed, questions challenged children's thinking. However, staff should consider how they can use more effective questioning to develop higher order thinking skills in all learners. Teachers need to ensure that questioning accurately gauges children's knowledge and understanding. Digital technologies are used effectively to support a few children with barriers to learning. The school has plans to develop further the use of technologies across the curriculum for all learners.

■ During professional dialogue, teachers highlighted their efforts to provide a range of interesting contexts for learning and teaching. This was evident in a few lessons. Interesting contexts should continue to be developed to ensure learning and teaching is relevant and meaningful. As identified by the school, there is considerable scope to develop outdoor learning and take advantage of the rich local environment to enhance children's learning experiences further.

Effective Use of Assessment

■ Overall, approaches to assessment are inconsistent and there has been an over reliance on standardised assessments to inform judgements about children's progress in learning. As planned, senior leaders and staff should continue to develop a more coherent whole-school approach to assessment. Staff should be clear about how assessment leads to effective interventions. Whilst teachers gather assessment information in literacy and numeracy, this should be integral to the planning of learning and teaching. The school is aware of the need to develop clear information on children's progress across all curriculum areas.

■ A variety of formative assessment approaches are used across classes. The extent to which these are embedded and used effectively varies, and approaches do not always focus on what learners need to do in order to improve. Children are involved in self and peer assessment but this is not yet used consistently across the school. Staff should continue to develop strategies to help inform children's progress in learning. This will support the up-skilling of children in the language of reflecting and evaluating their learning. It will encourage them to take ownership of their learning and therefore know more about what they need to do to improve. Staff have engaged previously with professional learning opportunities to support the use of assessment is for learning (AiFL) strategies. They should use the knowledge and skills learned to refresh and review AiFL approaches across the school.

■ Staff have worked collegiately with colleagues in the Eyemouth cluster to undertake moderation activities, which are beginning to support more robust evaluations to evidence children's achievement of a level. At staff engagement sessions, staff reported finding this useful. They would benefit from further development in moderation of learning activities within and out with the school, and across curriculum for excellence levels. This will support further a shared understanding of standards and expectations. This session, cluster schools are working collegiately to develop holistic assessments for reading and numeracy. It will be important to evaluate the impact of this work to ensure positive outcomes for children.

Planning, tracking and monitoring

■ Teachers plan across all areas of the curriculum. As agreed with the headteacher, there is a need to ensure that there is a consistent approach to planning. This will support better progression and continuity in learning and teaching as children progress through the school.

■ The headteacher has recently introduced a new system for monitoring and tracking children's progress. Teachers will meet with the headteacher three times across the year to discuss the progress of individual children, and identify any specific interventions for those who require further support or have barriers to their learning. This system is at the early stages of implementation. There is scope to strengthen it further to take greater account of information, which could be used to record children's needs and next steps more clearly.

■ Overall, tracking and monitoring is not yet sufficiently robust. As staff become more confident in making sound professional judgements about children's progress, this will help the school to have a more comprehensive picture of how well children are progressing. Similarly, as the information from the new tracking and monitoring system becomes more robust, the school will be in a better position to scrutinise their data with greater rigour.

2.2 Curriculum: Learning pathways

■ The school has made an early start to reviewing the curriculum through consultation with parents and other stakeholders. There is a need to develop further a curriculum overview and a rationale, which capture the unique aspects of the Coldingham context. These should take account of the four contexts for learning, the newly revised school values and cross-cutting themes, such as enterprise and creativity. There is scope for learners to become more involved in the identification of exciting and relevant contexts for future learning. The school is currently reviewing their health and wellbeing pathway. This work is ongoing and a key priority within the school improvement plan.

■ There is a range of curricular pathways in place to support teachers in planning learning and teaching. The school recognises the need to continue to review and update their learning pathways in line with national guidance. The headteacher and staff should work together to ensure the pathways are used consistently across the school. Alongside this work, the school should continue to develop an appropriate skills framework. This will ensure children benefit from learning opportunities, which develop their skills and knowledge progressively across all areas of the curriculum.

■ Curriculum planning takes account of national guidance for Curriculum for Excellence. Staff refer to, and make use of, the experiences and outcomes in each curricular area. In providing meaningful and relevant contexts for learning, they are at the early stages of grouping experiences and outcomes from within and across curriculum areas. Further development work is required to ensure a collegiate understanding of interdisciplinary learning, which builds on current practice, and provides children with more opportunities to learn in meaningful contexts.

■ Teaching staff are currently reviewing a curricular pathway for science, technology, engineering and maths. As identified already by the school, there is scope to utilise further the rural environment and school grounds to enhance outdoor learning experiences for children. The existing strong partnership with the Marine Reserve has the potential to provide a rich and progressive range of unique learning experiences for children throughout the school.

■ A successful business enterprise project was undertaken recently with children in the upper school. This involved creating a 'pop up restaurant', with children working in partnership with the local ice-cream factory and restaurant, developing their skills for learning, life and work. Children value the opportunity to learn in this meaningful, real-life context. In moving forward, the school should look to utilise their partners further, to build more opportunities to develop skills for learning, life and work across the school. There is potential to develop progressive learning opportunities and skills through use of the new 'pupil kitchen'. The school has an exciting vision for the future use of this facility.

■ Children have a few planned opportunities to use digital technology to deepen and enhance their learning. In moving forward, the school is aware of the need to develop a whole school strategy in this area. This will ensure children have further opportunities across the curriculum to develop appropriate knowledge and skills in this important area.

■ All children experience two hours of quality physical education.

2.7 Partnerships: Impact on learners – parental engagement

■ Staff across the school are committed to continuing to develop positive partnerships with parents. A range of initiatives is in place to encourage parents to become more involved in their child's learning. There is scope to further improve parental engagement through evaluation of actions and outcomes to date. This activity should have a clear and explicit focus on improving attainment.

■ The Parent Council is positive in its approach to supporting the life of the school. In particular, Parent Council members are successful in organising and delivering a range of events to support the school.

■ Parents receive written reports outlining children's progress. Reporting to parents is also taken forward via a range of different formats including parents' evenings, school shows, newsletters and social media. The school uses different ways to ask parents for their views on aspects of school life including questionnaires, self-evaluation boards and feedback from reports, school events and pupil reviews.

■ Overall, parents are positive about the work of the school. In the pre-inspection survey, almost all parents stated that they were happy with the school and most felt that it was well led. We have asked the school to continue to identify ways to engage parents more fully in children's learning and contributing to school improvement.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	**satisfactory**

This indicator focuses on the impact of the school's approach to wellbeing, which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- ■ wellbeing
- ■ fulfilment of statutory duties
- ■ inclusion and equality

Wellbeing

- ■ The school is strongly committed to the wellbeing of children and their families. This is evident throughout the school and reflected in key policies and in the school's vision. In all of the learning observed, there was evidence of positive relationships between staff and children. Staff know children and their families well. The majority of children feel safe and cared for in school. Most confirm that there is an adult to whom they can go and speak should they have any concerns.

- ■ All staff have an awareness of the wellbeing indicators and understand their roles and responsibilities in supporting children's health and wellbeing. The Principal Teacher has led the development of a health and wellbeing programme, which includes a focus on building children's resilience. In moving forward, the school should gather robust evidence to demonstrate the impact of its approach to ensuring or improving health and wellbeing outcomes for all children. There is a need for staff to track and monitor health and wellbeing and demonstrate improved outcomes for children. Partners who work with the school, to deliver or support key aspects of health and wellbeing, feel their contributions are valued by the school.

- ■ Children's understanding of health and personal responsibility is being reinforced through the school's assembly programme. However, there is scope for children to be more involved in developing this awareness. This could include, for example, leading assemblies and classroom activities, and exploring more fully how children's learning can be expressed in the life of the school. There is also a need to develop further children's understanding of the wellbeing indicators and use these more to help them assess their progress and identify areas for development.

- ■ Whilst relationships around the school are generally positive, children would benefit from all stakeholders reaching a shared agreement and understanding of a whole-school approach to promoting positive behaviour. This should include clear and appropriate strategies to be used in classrooms and the playground to prevent low-level behaviour issues. As planned, staff should continue to develop outdoor spaces and outdoor learning to promote wellbeing.

- ■ All children in the school are members of the newly created Pupil Forum, which is related to the life and ethos of the school. Further work is now needed to make more explicit the purpose and rationale for the 'Pupil Forum' approach. In the pre-inspection questionnaire, the majority of children agreed that the school listens to, and considers their views. Senior leaders should ensure that children understand how their involvement in the Pupil Forum has a positive impact on school improvement.

Fulfilment of statutory duties

■ Staff understand and comply with all statutory requirements in line with the policies set out by the local authority. Regular Career Long Professional Learning (CLPL) is offered to ensure all staff keep up to date with their statutory obligations, including annual child protection training. Attendance is in line with the national average and the majority of children say they enjoy school. At the time of the inspection, there were no recorded exclusions.

■ The school has appropriate arrangements in place to meet its statutory duties and codes of practice regarding additional support needs, wellbeing and inclusion. There is a staged intervention process in place in order to identify children who might benefit from additional support. The senior leadership team should continue to ensure those children who have been identified as having additional support needs, have their strengths, needs and targets recorded and reviewed effectively.

■ The attainment and achievement of children with additional support needs should be tracked more robustly over time to enable a clear picture of progress. Staff would benefit from further support in providing tasks, activities and resources that better meet the range of learning needs in classes. There is scope for children and parents to be more involved and consulted in decisions, which may affect them.

■ Support assistants provide effective and sensitive support in a variety of ways. The headteacher should continue to review regularly the deployment of support assistants to ensure the most effective support and best outcomes for all children.

Inclusion and equality

■ Overall, children, parents and staff report they are treated fairly and with respect. The school ensures that the needs of all children are taken into account when planning events, excursions and residential experiences to ensure parity of access. The curriculum provides children with suitable opportunities to explore aspects of faith and religious belief.

■ In developing their vision and values, the headteacher has identified diversity as a priority. The school should now work with children to further explore aspects of diversity and provide opportunities, through the curriculum, for staff, children and parents to gain a better understanding of what this means. This will help equip children better for learning, life and the world of work.

3.2 Raising attainment and achievement	good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's progress, including those with additional support needs, in English language and literacy and in mathematics and numeracy is good. The school presented a range of data to evidence that children are making good progress in literacy and numeracy. Classroom observations, documented evidence in jotters, and discussions with children and staff during the course of inspection supports this evidence. The school should now sharpen its focus on adding value to attainment. Staff recognise the need to increase their aspirations and expectations for all children. It is the view of inspectors that there remains scope for children across the school to achieve more.

- It is important to note that most cohorts in this school are fewer than ten children; therefore, statements about progress have been made to ensure the anonymity of individuals.

Attainment in numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics.

- From the school's data, most children achieve the early and first levels in numeracy and mathematics, and almost all children achieve the second level in numeracy and mathematics at the appropriate stage. However, there is scope in numeracy and mathematics, to further challenge higher achieving learners across the school.

Number, money and measure

- Most children at early level are able to recognise numbers from 0 to 20. They are developing confidence in counting back from 20. At first level, most children are able to demonstrate their understanding of the commutative law, for example $6+3=3+6$ or $2x4=4x2$. They are making good progress in demonstrating their understanding of zero as a place-holder in whole numbers to 1000. At second level, children demonstrate a solid understanding of rounding whole numbers to the nearest 1000, 10,000 and 100, 000. During the second level focus group discussion, children felt that they would benefit from further opportunities to use money in real-life contexts.

Shape, position and movement

- Most children at early level understand and correctly use the language of position and direction. Most children at first level are making good progress in their ability to describe, plot and use accurate two figure grid references. They are able to demonstrate their knowledge of horizontal and vertical location. At second level, almost all children are confidently using appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles.

Problem solving

■ At early and first level, children are able to solve simple number problems. They can verbalise, and share their thought process using appropriate mathematical vocabulary. At second level most children are able to solve a range of 'brainteaser' problem solving challenges and can select and justify their choice of strategy. These challenges should continue to be developed to ensure children require to draw on the full range of problem solving strategies.

Mental agility

■ During focus groups, most children at first and second level were able to demonstrate a range of mental agility strategies. In moving forward, the school should ensure that there is a progressive approach to the teaching of mental agility across the school.

Attainment in literacy and English

■ Overall, most children across the school are making good progress in literacy.

■ From the school's data, most children achieve the early and first levels in literacy and English, and almost all children achieve the second level in literacy and English at the appropriate stage. However, there is scope in literacy and English, to further challenge higher achieving learners across the school.

Listening and talking

■ Overall, children are making satisfactory progress in listening and talking. At early level, children are beginning to learn to listen and take turns. At first level, most children can recount details in a text and express their feelings about it. Older children can select and listen to spoken texts to find information for a specific purpose. Children at second level can communicate clearly, audibly and with increasing expression during structured talking activities. Success criteria specific to listening and talking should be agreed with children on a regular basis. A clear and sharper focus on teaching listening and talking skills across the school is required.

Reading

■ Overall, children's attainment in reading is good. At early level, a few children are beginning to read unknown text and apply their knowledge of phonics to decode unfamiliar words. At first and second level, most children can read fluently and with expression. Within first level, most children can explain why they prefer a particular author and discuss their understanding of structure and authors' use of language. At second level, most children can express their ideas about structure, setting and characterisation and provide personal responses to texts. Older children demonstrate a love of books and reading for pleasure. A few older children feel that the texts used in reading lessons could be more challenging. The school is aware of the need to help children achieve more depth of understanding by developing further their higher order reading skills.

Writing

■ Overall, children make good progress in writing across all stages. By the end of early level, most children are able to write independently. They are using capital letters and full stops to support the meaning of their writing. Children are making good progress across the transition into first and second level and can create a range of short and extended texts for different purposes using appropriate punctuation to support meaning. They are developing more extended pieces of writing, using different genres and for different purposes. A few children demonstrate very good creative writing skills, using appropriate language to engage the reader. The majority of children at first and second level are able to organise and use information appropriately to create texts for different purposes. In order to raise attainment in

writing and bring consistency to expectations across the school, teachers should continue to engage in a structured programme of moderation activities.

Attainment over time

■ The school's standardised assessment information provides evidence of good progress from prior levels of attainment. Further evidence was gathered by the team from observations of learning, sampling of children's work and discussion with a range of pupil focus groups.

■ The school has introduced a new monitoring and tracking system and tracking meetings are planned to take place on a termly basis. Staff should continue to develop further their approaches to assessment to ensure that they are able to make increasingly robust and reliable judgements about children's progress across all areas of the curriculum.

Overall quality of learners' achievements

■ Children at Coldingham Primary School experience a range of opportunities for wider achievement in and outside of school. Achievements are celebrated at assemblies, and children are invited to share their achievements with the school community.

■ As part of a business enterprise project, children in the upper stages were awarded their food hygiene certificate, which allowed them to establish safely a pop-up restaurant for parents and members of the school community. This helped children experience aspects of the hospitality industry. Children are very proud of this activity and value the real-life context of this learning.

■ Children benefit from participating in a range of sporting events such as Berwickshire Cross Country and area netball festivals. Building on the positive work undertaken with the Marine Reserve Project and the increased focus on outdoor learning, the school should consider accreditation of pupils' achievements, for example through the John Muir Trust.

■ The school should now track and monitor children's achievements across all contexts of learning. Through tracking the development of skills and using this information to inform planning, teachers will ensure all children experience greater progression and coherence in their learning.

Equity for all learners

■ The Head Teacher and staff know children and their families well and have a good awareness of the socio-economic and cultural context in which they live. They have made a positive start to the identification of pupils who will benefit from targeted support. Additional staffing, funded by the Pupil Equity Fund, has been used to raise the attainment of literacy, particularly writing skills. This approach is at an early stage of implementation, but initial evaluations show that most children are making progress.

■ Progress for children with barriers to learning is recorded through individual support plans. The school has already identified the need to ensure interventions are regularly reviewed. There is further scope to develop clearer outcomes and measures to ensure that there is robust evidence of impact for each intervention.

■ As the new tracking and monitoring system develops, this will provide greater opportunities for staff to scrutinise data further and make informed choices about future interventions. The school needs to track more robustly the progress and attainment of different groups of learners and individuals to ensure equity for all.

- collaborative approaches to self-evaluation
- analysis and evaluation of intelligence and data
- impact on learners' successes and achievements

- Staff show a commitment to working together collaboratively, and are developing approaches to self-evaluation for self-improvement. They understand their responsibilities for implementing priorities identified in the SIP. Staff will benefit from more sharing of practice with other colleagues within and beyond the school. This should include further professional learning to support staff in delivering a successful strategy for raising attainment and achievement.

- The school gathers a wide range of data, including standardised assessment information. Teachers use available data along with their professional judgement to identify Curriculum for Excellence levels. Arrangements are being introduced to monitor the progress made by individual children from P1 to P7. Staff will benefit from continuing to look outwards to other schools to ensure that there is consistency and accuracy of Curriculum for Excellence levels.

- Professional learning activities for all staff are identified through PRD processes. All activities are linked to school improvement priorities. Teachers have taken part in moderation activity with primary colleagues from within the cluster. Although this is helping teachers to develop an understanding of standards and supporting them in making professional judgements, more work is needed in this area to continue to improve teachers' skills in making sound professional judgements across all curriculum areas. Staff are beginning to use the National Benchmarks in helping them to evaluate children's progress through Curriculum for Excellence levels.

- Staff should look to build on current arrangements ensuring that good practice is shared more widely to impact on raising attainment for all children. There is a need to work together to develop a range of agreed approaches for learning and teaching in all classes and to provide further professional learning opportunities to share good practice across and beyond the school. There is scope to develop approaches to tracking and monitoring further, to include children's progress in other curricular areas and to track children's achievements.

- Children learn about the wellbeing indicators, for example, through discussions at school assemblies. Staff should continue to develop children's understanding of what the indicators mean for their sense of wellbeing. In developing tracking and monitoring arrangements further, there is a need to involve children more, ensuring they are more aware of their progress and what they need to do to improve further. Children need to be involved more in their learning and in the school's self-evaluation processes. Parents are supportive and show a strong commitment to working in partnership with the school, for example, in fundraising activities.

- The school has a quality assurance calendar, which involves learning walks with feedback to teachers. The headteacher is supportive of staff. She now needs to give clearer direction to staff on how to improve learning, teaching and assessment approaches further across the whole school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.